

Action Plan for Targeted Group

School: Idaho Middle School

Grade Level: 7th Grade

Risk Status: Proficient/Basic/Below Basic

Content Area:

Date: 5-19-08

Time Period for Action Plan: School Year 2008-2009

Staff Who Developed This Plan: Principal, General Education Faculty, Special Education, ESL Teacher, Parent

Identify/Define the Problem: 70% of our 7th graders at *Basic* status at the beginning of the school year were expected to move to *Proficient* by the end of the year; during the 2007-2008 school year only 2 out of 8 (25%) of these students moved to *Proficient* status, resulting in a difference between expectation and performance of 45 percentage points.

Summary of Problem Analysis: Materials/Instruction: A core intervention program does not exist for *Below Basic* students unless they qualify for Special Education services. For students at *Below Basic* status, a core intervention program needs to be in place in order to accelerate progress. For students at *Basic* status, consistent guidance on accurate reading of text, as well as comprehension strategies, is lacking. Grade 7 will be the primary focus for the 2008-2009 school year. However, other grade levels have seen less than adequate growth with these students as well, so some portions of our Action Plan will be implemented in all grades.

Goal of the Action Plan: By the end of the 2008-2009 school year, 70% of our seventh grade students who start the year at *Below Basic* will move to *Basic* status, and 70% will move from *Basic* status to *Proficient* status.

Area for Action Plan	Action to Be Taken (be specific enough so that it is possible to determine when the action has been implemented)	Person Responsible	Report on Progress of Implementation
Materials and Instructional Practices	<ul style="list-style-type: none"> Those students who remain <i>Below Basic</i> as determined by the Spring 2008 ISAT <i>and</i> continue to have accuracy issues (based on CORE Phonics Survey given May 2008) will receive XYZ program as a full replacement program beginning September 2, 2008. Those students who remain at <i>Below Basic</i> or <i>Basic</i> as determined by the Spring ISAT and <i>do not</i> continue to have decoding issues (based on CORE Phonics Survey given May 2008) will spend their 30-minute intervention time in a “GORP” (Guided Oral Reading Practice) group in the regular classroom, beginning September 2, 2008. The classroom teacher will, based on individual and group needs, direct the group and select from a variety of texts – expository, narrative, poetry, etc. Teacher will use explicit modeling of the following comprehension techniques - previewing, note taking, summarizing, question generating, application of new information and self-talk. The students will then be provided with multiple opportunities for oral fluency practice through whisper reading, choral reading, and partner reading. 	Title I Teacher Reading Coach Seventh Grade Teachers Paraprofessionals	
Time/Coverage/ Mastery and Grouping Practices	<ul style="list-style-type: none"> Students placed in XYZ as a full replacement will be given the program’s placement test and be instructed by trained adults (seventh grade teacher and a paraprofessional) for 150 minutes per day in groups of no more than seven. The remaining teachers will instruct students placed in a GORP group during the 30-minute intervention period, in groups of no more than six. During the GORP group, teachers will spend 25 minutes of direct comprehension strategies and guided practice in applying skills in text. 	Seventh Grade Teachers Title 1 Teacher Reading Coach Paraprofessionals	

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Assessment Practices	<ul style="list-style-type: none"> • All <i>Basic</i> and <i>Below Basic</i> status students will be monitored every other week using AIMSweb. After all students in the class have been progress monitored for each week, the progress monitoring assistance will e-mail students' AIMSweb charts to the classroom teacher for comparison of individual student expected growth vs. performance. • Students being progress monitored out-of-grade level, whether in the XYZ replacement core program or not, will be also be monitored every six weeks against a grade level expectation using a seventh grade fluency passage. 	Title I Teacher Progress M. Assistant Seventh Grade Teachers Paraprofessionals	
Data Utilization Practices	<ul style="list-style-type: none"> • The Summary of School Data/Growth Report will be shared with each seventh grade teacher the second week of September. The strengths and weakness of the current program and instruction will be stressed (94% of <i>Proficient</i> students remained <i>Proficient</i>). • Beginning in October 2008, review of progress monitoring data will occur every three weeks at grade level meetings by viewing each student's data chart via computer and LCD projector. The classroom teacher will discuss his/her own students' progress and utilize the 3-point decision rule. When students are not progressing as expected, the team will use the "Alterable Variables to Intensify Instruction" matrix to assist in determining needed changes, with those changes occurring within a week of the decision. To track the effectiveness of the instructional change, a vertical line will be added to the student's progress monitoring chart at the time of the change. 	Seventh Grade Teachers Title I Teacher Coach Principal	

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Professional Development	<ul style="list-style-type: none"> Beginning October 1, the principal will meet one-on-one with seventh grade teachers weekly to discuss workshop/intervention. Meetings will focus on using data (Unit Assessments, CORE Phonics, progress monitoring) to ensure students are provided with quality instruction that meets their needs. The purposes, routines, and expectations for the GORP (Guided Oral Reading Practice) intervention will be shared with each classroom teacher during the first visit and will be reviewed on subsequent visits. Several adults have already been trained in XYZ program. However, training will be provided to additional staff members by August 5, 2008, as we transition to the Walk-to-Read model. The frequency of in-class professional development in current program will continue to be determined by class performance, with struggling students/teachers receiving weekly support in both the 55-minute lesson and workshop/intervention. A consultant will model lessons and provide support to targeted teachers with specific needs. 	Title I Teacher Coach Trainer	
Schoolwide Organization and Support	<ul style="list-style-type: none"> XYZ groups will be staffed by at least two adults during both the 55-minute portion of the lesson in order to maintain a 1:7 ratio. 	Title I Teacher Paraprofessionals	
School Leadership: Principal	<ul style="list-style-type: none"> The principal will be an active member of grade level team meetings to review progress and data. The principal will conduct walk-through observations weekly and give feedback to teachers, via e-mail, on observations during the 55-minute block, workshop, and intervention. 	Principal	
External Consultant/ Coach	<ul style="list-style-type: none"> The coach will be an active member of grade level team meetings to review progress and data. The coach will continue to model lessons and provide support to targeted teachers with specific needs. The coach will hold one-on-one meetings weekly with individual teachers, observe seventh grade workshop/intervention blocks twice per week, and discuss those observations during the one-on-one meetings. 	External Consultant	